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ABSTRACT

This curriculum is designed to be a flexible enrichment project for adult English-as-a-Second-Language (ESL) education by harnessing the dynamic power of letters for language learning purposes. The goals of the project are to help teachers assisting students in developing communication skills, encourage social interaction as a means of building language skills, increase cultural awareness among students, identify the role letters play in maintaining ties between family members, and teach students how to create and display an in-class exhibition of personal letters. Each of the activities explores the power and significance of family letters. Students will examine the writings of immigrant families from the past and compare them to their own personal experience and correspondence. The class may share the experience with each other and the community by creating an exhibit that interprets the meaning of family letters. The project encourages adult ESL students to reflect on their shared experiences as immigrants and motivates them to continue building their English language skills. The project is designed to take up to eight sessions, which include the following topics: the value of letters, how letters bind families, translating and sharing letters, and the mechanics of beginning the exhibit-building process, discovering themes, labeling and mounting letters, and publicizing the exhibit and evaluating the experience. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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ED 442 301

An Exhibit-Building Project for the ESL Classroom

LETTERS FROM HOME

National Postal Museum Smithsonian Institution

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LETTERS FROM HOME:
An Exhibit-Building Project for the ESL Classroom

Welcome to *Letters From Home: An Exhibit Project for the ESL Classroom.* This curriculum enrichment project for adult ESL classes illustrates the dynamic power of personal letters.

Written letters convey thoughts, ideas, expressions and emotions from one person to another. These letters may express feelings of extreme joy in times of happiness or contain sentiments of sympathy in times of sadness. Often, personal letters are the only means to communicate information and greetings to another person across great distances. Perhaps there is nothing as treasured as a letter received by an individual separated from home and family.

Attention Teachers! The Postal Museum Wants to Keep in Touch With You

Please complete and return the *Project Evaluation Form* in this packet. We would also like to see photographs of your exhibits, copies of the family letters, and the exhibit script developed by your class. Portions of your in-school exhibits may be included in future "family letter" exhibits at the National Postal Museum.

Each of the activities in this program explores the power and significance of family letters. Students will examine the writings of immigrant families from the past and compare them to their own personal correspondence. The class may share their experiences with each other and the community by creating an exhibit that interprets the meaning of their own family letters. *Letters From Home* encourages students of adult ESL classes to reflect on their shared experiences as immigrants and motivates them to continue building their language skills.

Project Goals

- Help students develop communication skills
- Encourage social interaction as a means of building language skills
- Increase cultural awareness among students
- Identify the role letters play in maintaining ties between family members
- Teach students how to create, label and display an in-class exhibition of personal letters

Letters from Home curriculum is designed to be flexible. We have estimated how many class periods each session will take. You may perform the activities in the order suggested, omit some, or change the order entirely. You may complete the activities on consecutive days, or spread them out over several weeks to suit your classroom needs. The letter exhibit may be as informal or as ambitious as you like. If creating an exhibit is impossible, perhaps the class may display their letters on a bulletin board or in an album.

LETTERS FROM HOME OUTLINE:

Session 1
The Value of Letters
Session 2
How Letters Bind Families
Session 3
Translating and Sharing Family Letters
Session 4
Beginning the Exhibit-Building Process
Session 5
Discovering Exhibit Themes
Session 6
Labeling the Letters
Session 7
Mounting the Letter Exhibit
Session 8
Publicizing the Exhibit and Evaluating the Experience

Session 1

The Value of Letters

This session provides students with the opportunity to discuss the significance of writing and receiving letters. Invite your students to discuss their personal writing habits. To whom do they write letters and how often do they write? Ask your students to discuss which letters they value most and why these letters are important to them. Encourage your class to talk about where they keep and preserve their most important letters and whether they reread their most valued letters.

Time

- One class period

Classroom tools for this activity

- Discussion questions
- "My Letter Inventory" Handout

Discussion Questions

Ask your students to respond to these questions individually or as a group by a show of hands. Draw generalizations from the responses to these questions: "Most of you are saying that you write letters when you have something very important to say but use the phone when you just want to say 'Hi'." Also highlight individual responses: "Amir says he keeps his most important letters under his bed in an old suitcase. Where do you keep your letters?"

- Do you like to write letters? Why?
- To whom do you write?
- Whom do you write to most often?
- Do you prefer to communicate by phone? Why?
- What kinds of information can you put into a letter that you might not feel comfortable saying on the telephone or in person?
- Who writes letters to you?
- Whose letters do you treasure most?
- How many letters do you write? Per year, month or week?
- Do you put anything in the envelope besides the letter? Photo? Money? Cassettes? Videos? Clothing?
- How would you feel if you *could not* write letters to your family?

Activity

Ask students to tell the class the story of a letter that is important to them or their family. (You may want to assign this activity as homework.)

Make sure the story includes:

- Who wrote the letter
- Who received it
- What information and feelings the letter contains
- How the letter has been used or read since it was received
- How they preserve their most important letters. Do they reread letters?

Activity

Ask the students to complete the handout titled "My Letter Inventory." Depending upon their abilities and the amount of social interaction you want the activity to include, students could complete the handout on their own, with a partner, in small groups, or as homework. If their English language skills are very limited, a volunteer or tutor could ask them the questions and record their answers.

Session 1

The Value of Letters

Handout
My Letter Inventory

1. Who writes letters to you?

2. Who do you write letters to?

3. Does your favorite letter writer have a special way of starting or ending his/her letters? What is it?

4. Who sends you postcards or birthday cards?

5. Do you save them?

6. How do you feel when you get a letter?

7. When you read a letter, can you hear the person talking to you?

8. What do you do with letters after you read them?

Session 2

How Letters Bind Families

The class will read two letters, during this session, written by members of immigrant families. You may use the two letters included in this packet or any other letters that fit the theme. Using the sample questions listed below, discuss how letters connect family members separated by distance, time, generations, or experiences.

Time

- One class period

Classroom tools for this activity

- Sample letters for analysis
- Discussion questions

Sample Letters

1. A letter written in Cantonese from Jung to her father in America, on March 2, 1930, followed by the English translation.
2. A letter written in Spanish in a greeting card from Sarita to her father, in November 1981, followed by the English translation. Sarita lives in San Antonio, Texas; her father lives in Panama.

Discussion Questions

Use these questions to guide a class discussion of Jung's and Sarita's letters. Ask the questions in any order that suits the students' interests and abilities. You do not need to ask every question. (You may want to assign these as homework.)

1. How does the writer of the letter feel about the person to whom she is writing?
2. Does the writer reminisce about past events? Which events does she remember?
3. Does the letter compare life in the home country to life in the new country? If so, what does the letter writer have to say about each country?

父親大人膝下敬稟北比雖旅居
玉洋安健諸為慎盼可慰也居北因湧明往
節拜掃祖墓母親与珊弟一偕回鄉探望特
修稟知致家中米糧缺乏接到汝所付款
歸回以救燃眉之需是待而有人旋唐請
付萬手中仔回名用幸擬付珊弟之相片寄
往西寮禽芳兄之係生無真實之言詞故不
敢付来恐漏風聲以詒人笑倘將来碰巧

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Customers and Communities (Immigrants)

March 2, 1930

Dear Father:

I hope you're in good health and everything goes well with you during your sojourn abroad.
I am writing to report to you that Mother and brother Hu had come back to the village to sweep our ancestral tombs on the Ch'ing Ming Festival. [But] their visit also made the shortage of food at home worse. I beg to ask you please send money home as soon as you receive this letter so as to meet our pressing needs. In addition, if someone is to come back to China, would you please entrust him to bring some old handkerchiefs to me. I was originally thinking of enclosing a photograph of brother Hu. But the relative of brother Yi Fang does not seem reliable, so I did not dare to enclose the photograph so as not to give our family secret away and become the laughing stock of others. If I am assured in the future of the certainty that the photograph can reach you, I will send it to you immediately as you had ordered. **Brother Hu has recently improved his character and is now doing his homework seriously. Please don't worry.**

But I have to remind you that you have to urge Junior Uncle Te Ch'iang and Shan Ch'ing to pay us back the money they owe us. Shan Ch'ing's family members mentioned that our Senior Uncle owes them some money, and they said that if Senior Uncle pays them first, they can repay us. However, Mother had told Shan Ch'ing's family that the two debts should not be mixed together. Mother was quite insistent. **I hope that you in abroad also urge Shan Ch'ing to pay off this debt.**

I Respectfully submit,
Your unworthy daughter,
Jung

Nov. 1981

Querido Viejo!

¡Hola! ¿Cómo estas? Por aqui en San Antonio todo anda mas o menos bien. La ciudad es muy bonita y todo es en Español y en Ingles. Ideal para mi- Se que te gustaria mucho si te animaras a venir por un poseito.—

Te escribo esta tarjetita para Saludorte en el día de tu cumpleaños. Yo se que tu no eres mucho de celebrar- y que los tarjetas con muchas poemas no te hacen mucha gracia. Así que te escribiré el saludo yo misma. Espero que pases un buen día junto con la vieja y tu comadre Rosario que siempre viene a verte.— Espero que en tu dia te sientas bien de salud y que te encuentres bien para poder celebrar muchos y muchos años más. Y por fin... en que quedamos- es el 2 o es el 26?— De todas formas —pásala agradablemente en Cabuya haciendo lo que tu quieras hacer.—

Tambien te escribo para decirte que este año de nuevo voy para las Navidades.— Yo se que tu sabes como va ese asunto!— Y Angel tambien va— yo espero que la podamos pasar bien sin ningunas tropiezos- No creo tener muchos dias- llego el 22 de diciembre y tengo confirmado el regreso para el 30- estoy esperando cupo para el 3 de enero- aun no estoy segurra!— Pero ya le mandaré razón más detallada a la vieja.— Tambien tengo una confessión- en la mudanza de Carolina para acá se me perdió el papelito del abaricoo- lo he tratado de encontrar en los almacenes por aquí sin ninguna suerte. Me da mucha pena no poder hacer este sólo mandado que me has pedido- Podrias mandarme otro- Yo creo que los traen en el VFW magazine Yo seguiré tratando de encontrarlo.—

Bueno se me acaba la tarjeta.— Te recuerdo con cariño y llevo todos los cariños que me has demostrado siempre guardaditos en el corazón Pórtate bien, sigue la dieta, no pelees con la vieja y piensa en viajecito a San Antonio. Te veré pronto— Recibe besitos y abrazos— de tu gorda Sarita

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Nov. 1981

Dear Old Poppa!

Hi! How are you? Here in San Antonio everything is OK, more or less. The city is pretty and everything is in Spanish and English--ideal for me. I know you'd love it, if you'd only manage to come up here for a little walkabout sometime.

I write this little card to wish you well on your birthday. I know that you are not into celebrations, and that those little cards full of verses are not your thing. That's why I am writing this greeting myself. I hope you will have a good day with the old lady and the comadre Rosario, who always shows up to see you. I hope that your day will find you full of vigor, so that you may celebrate many, many more. By the way, what's the story: is your birthday the 2nd or the 26th? Anyhow, have a great day at Cabuya doing just as you please.

I am also writing to let you know that this year I'm planning to come down for Christmas again. I know that you know how that stuff is going! Angel is coming down also. I am looking forward to an easy time, without too many complications. I will not have many days on my hands--I'm arriving on December 22 and am confirmed to return on the 30th. And I am waitlisted for January 3--but there's no guarantee as yet! I will let the old lady know. I also have a confession to make. During the move from Carolina, I lost the little paper for the fan. I have tried to find it in the shops here but so far no luck. I'm so sorry that I cannot please you in this, the only thing you asked me for. You could send me another--I believe they carry them in the VFW magazine. I am not giving up trying to find it, though.

Well, I am running out of space on the card. I remember you with love and keep the love you've always given me in a very special place--itty-bitty, well locked up and safe in my heart. Be good, stick to your diet, do not pick fights with the old lady, and think about the little trip to San Antonio. I'll see you soon.

Your fat baby girl sends you kisses and hugs,

Sarita.

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Session 3

Translating and Sharing Family Letters

During this session, each student will bring a photocopy of one family letter to class, translate his or her letter, and share the content of the letter with the rest of the class. Select a translation strategy that suits the skill level of your students. A few examples are listed below.

After completing the "About My Letter" handout the students will be able to answer questions about their letter. Ask your students to share their letter with the class. Ask them to explain who wrote their letter, what the letter is about, what kind of relationship they have with the letters author, and why the letter is particularly significant or typical.

Time

- Two to three class periods

Classroom tools for this activity

- Advice - How to Encourage Students to Bring in Letters
- "About My Letter" handout
- Tips for translating letters

Advice

How to Encourage Students to Bring in Letters

You may need to coax students to bring family or personal letters to class. Some students may be hesitant to share their letters while others may not have saved them. You can take these steps to encourage students to bring letters to class:

- Share a letter from your own family.
- Explain that they should photocopy the letters so they will not risk damaging a family heirloom in class.
- Ask them to cross out any personal information on the photocopy of their letter they do not wish to share.
- Tell them that they may bring in greeting cards, short notes or Christmas cards.
- Remind them that although the content of the letter may be ordinary, the letter is still useful for this project.
- Invite students to bring in recent letters or ask them to write a letter just for this project.

Activity

Ask each student to translate at least a portion of their family letter. This may be assigned as a homework or performed in class. After the students have translated their letters they will be able to complete the handout "About My Letter" in class or as homework. If their English language skills are very limited, a volunteer or tutor could ask them the questions and record their answers.

Tips For Translating Family Letters into English

- Assign the letter translation as homework. Students can get help from family members or friends.
- Invite English-speaking students into the classroom to take dictation of a general, oral translation of the letter. The English-speaking students may write a summary of the letter, not a line-by-line translation.
- If the letter is written in a language taught at the high school or adult education center, pair American students in upper levels of a foreign language with ESL students.
- Ask the students to form groups to translate a single letter at a time.
- Use software to translate letter. Translation software for most languages and computer systems can provide a literal translation of a student's letter if the student (or helper) inputs the text. Ask the student, or a more experienced translator, to review the version of the software to ensure an accurate translation of the letter.
- Remember that students do not need a full translation of their entire letter.

Session 3

Translating and Sharing Family Letters

Handout
About My Letter

1. Who wrote the letter?

2. When was the letter written?

3. What is the relationship between the letter writer and the recipient?

4. Why did you (or a family member) save this letter?

5. Who else has read this letter?

6. What important information does this letter contain?

7. What is your favorite quotation from the letter or most important part of the letter?

8. Here is a list of common topics discussed in letters. Circle any of the topics that appear in the letter you brought to class.

birth	boredom	advice	politics	Other topics:
death	friendship	religion	literature	_____
marriage	loneliness	best friend	city or town	_____
money	weather	parents	holiday	_____
love	work	children	food	_____

Session 4

Beginning the Exhibit-Building Process

This session marks the first step in the creation of an in-school exhibit of family letters. As a class, discuss why it is important to share your history with others. Ask the class to consider what types of items should be included in their exhibit. Develop an outline of the steps the class will take to create an exhibit of their own letters.

Time

- Two class periods

Classroom tools for this activity

- Discussion questions
- Letter analysis questions - optional extension of discussion questions

Discussion Questions - Sharing Personal and Cultural History

1. Why is it important for us to share our personal history and artifacts with others at the school and/or the community?

NOTE: Post students' answers to this question. Their answers provide the justification for the *Letters from Home* project. Later, the students may refer to these answers to identify exhibit themes.

2. How have you shared your personal or cultural history with others before? (parades, performances, exhibits, songs, foods, crafts, etc.).
3. Why is it especially important for immigrants to the United States to share their cultural history with others?

Discussion Questions - Planning a Letter Exhibit

After students have talked about *why* they will share their letters with their school community, invite them to talk about *how* they will create the letter exhibit.

1. What should the exhibit be about? What should be included in the exhibit?
2. Ask students to list all possible locations they may wish to display their letter exhibit. Have them consider in-school locations and other community possibilities such as: libraries, churches, community centers, and shopping malls.
3. Who will the students invite to view the exhibit?
4. What resources can each student contribute to the project? Such resources may include materials, general ideas regarding exhibit production, or special art or language skills.

Letter Analysis Questions

These questions will prepare students to analyze their letters, identify exhibit themes, and draft exhibit text and labels. These questions are optional. Divide the students into groups of three or four and ask them to share their "About My Letter" handouts as a way of introducing the letters they have brought from home. Have them discuss the answers to each question, both from the perspective of the person who brought the letter to class, and the perspective of the students who are reading the letter for the first time. Allow sufficient time for the groups to answer the Letter Analysis Questions for all of the letters.

1. Choose one word to describe the feelings the writer had while writing this letter.
2. Choose one word to describe your feelings while reading this letter.
3. If you have an old letter (5 years or more), what has changed since the letter was written? What things have remained the same?
4. Sometimes people write things they could never say in person. Has your letter writer done that? If so, which part of the letter contains words the letter writer might not be able to say in person?
5. In your opinion, what is the most important sentence in this letter? *Note:* Copy these sentences in large writing on a large piece of paper. Students may refer back to these ideas later to develop exhibit themes.

Session 5

Discovering Exhibit Themes

Students will use a graphic chart during this session to understand the similarities, differences and other general information contained in their letters. With the help of this tool, the class will discover and identify repeating themes, ideas, or emotions that run through their letters. Two strategies are presented below to help your class identify these central themes. You may choose either of the two strategies or both depending upon your class needs.

Time

- One class period

Venn Diagram

A Venn Diagram is created by overlapping two or more circles. Instruct the students to draw one large circle for each family letter they analyzed on a large piece of paper. Students should draw the circles so that they partially overlap, creating a Venn Diagram. Label each circle with the name of the student whose letter is being studied. The students may then fill in the circles with the key words or phrases previously identified from that letter. The students may refer back to the "About My Letter" handout to find these key words and phrases. Place key words appearing in one or more letters in the overlapping areas of the circles. For example, a Venn Diagram labeled "What the Letter Is About" using Sarita's and Jung's letters might look like this:

Students should concentrate on the sections of their Venn Diagram that overlap. In the overlapping areas of the circles they will begin to discover similarities and common themes contained in their letters.

Sentence Strip List

On a sentence strip (a long narrow strip of chart paper or poster board) have students copy the most important sentence or two from each letter. This information may be found in Question #7 on the "About My Letter" handout and Question #5 of the "Letter Analysis Questions." Tack these sentence strips onto a bulletin board so they can see the strips at a glance. Ask the students to identify any key words that appear repeatedly in the sentences and post these words. Encourage the students to discuss how these sentences are both similar and different. Does one sentence speak for the others? Is one especially well said or "quotable?" Does one of these sentences, or perhaps only a part of one, express the central theme of the letters? This sentence or statement also may be used as the central theme of the class exhibit.

Session 6

Labeling the Letters

This session explains how to write exhibit labels for the letter exhibit. Ask the students to read the sample labels provided and discuss the variety of information these labels contain. The students will then write labels that communicate the significance of their letter and the story behind it. The label writing exercise enables students to practice basic writing skills as they answer the who, what, where, and when questions about their letter. Depending upon the ability level of your students and the amount of class time you wish to spend on this activity, you may choose to assign the label-writing activities as homework.

Time

- Two class periods

Classroom tools for this activity

- Sample labels from a letter exhibit at the National Postal Museum
- Instructions for writing, translating and printing labels

Instructions for Writing Labels

After identifying the central theme for the exhibit (see Activity 5), students will select letters that best illustrate the theme. Students should select just a few letters for their exhibit, no more than six for a standard school bulletin board or exhibit table. Place the other letters in an accompanying handout, anthology or brochure. The text for your letter exhibit will contain three types of labels:

- **Exhibit Title**- The *exhibit title* should reflect the main idea or theme of your exhibit. It should be a short phrase that attracts the visitor's attention.

Examples:
Ties that Bind: Contemporary Immigrant Letters
Bridging the Distance: Family Letters from Home
Family Values Through the Mail
"It Came Today!": The Role of Letters in Immigrant Families

• **Introductory Text Label**- The *introductory text label* explains the main idea that connects the exhibited letters. This label should be about two or three sentences or about 50 - 60 words.

Examples:
Supporting the Family
New immigrants must often work hard not only to support themselves in their new country, but also to help support loved ones back home. In these cases, mail is used to send badly needed funds, as well as reassuring letters.
Guiding the Children
The letters in this case illustrate the bonds which link children to their extended families. Whether it contains the unconditional love of a grandfather, or the stern advice of an older sister, a letter can remind immigrants of how they are loved and prized by the family they left behind.

• **Letter Label**- A *letter label* explains who wrote the letter and who received it, identifies their relationship and states where and when the letter was written. A good *letter label* highlights the significant parts of the letter. This label should be as short as possible, around 30 words.

Example:
This letter from Ingrid's mother was written between October 4 and 24, 1995. Her mother, a landscaper and horticulturist, wrote of her longing for her daughter.

Translations

If the letter to be exhibited is not written in English, a translated portion of the letter should be displayed next to the original letter. The translated portion should reflect the main idea or theme of the exhibit.

Example:
"I have found the person that I want to spend the rest of my life with...She is very special, loving, tender, gentle but difficult, like me. We know how to balance each other out and understand each other. Our relationship has dialogue and understanding and respect as its main axis..."

Session 7

Mounting the Letter Exhibit

This session explains how to create table and wall-mounted exhibits. If any of the techniques suggested in this activity are too formal for your students or your classroom, simply create an exhibit by mounting the letters and the interpretive text on a bulletin board.

Time

- Three class periods

Classroom tools for this activity

- Exhibit supply list
- Information on how to construct the exhibit

Constructing the Letter Exhibit

The exhibit will have the following components:

- One exhibit title
- One panel of introductory label copy
- A color copy of each letter (6 total)
- One letter label for each letter (6 total)/One translated portion of a section of each letter (6 total)

The exhibit may include photographs (or a color copy of a photo) of the letter writer and/or recipient to be displayed alongside the letter and label.

Exhibit Equipment and Supply List

1. Word processor and laser printer
2. A high-quality paper for labels
3. Glue stick or one can of spray mount, a spray adhesive found in hardware, art supply, or business supply stores
4. Three to five sheets of foam core board (Foam core board has a thin layer of foam sandwiched between two white poster boards.) You may buy foam core board in art or business supply stores.
5. Mat knife or single-edged razor blade
6. Access to a color copier
7. Colored paper

Printing Labels on a Word Processor

Print all of the exhibit labels in a large enough size so that they may be read easily from two or three feet away. The type size of the exhibit title should be the largest, with the font size of the letter label being the smallest.

Exhibit Construction Techniques

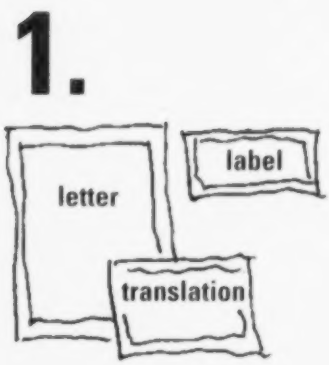
Arrange the exhibit on a wall, bulletin board, table top or in a display case. Select one of the following techniques depending upon the size of the exhibit and the space available:

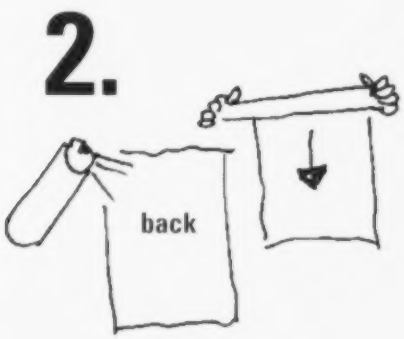
Table-Top Exhibit
Accordion-Fold Exhibit
Interactive Label Exhibit

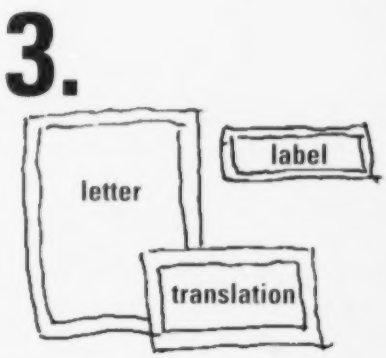
Table-Top Exhibit

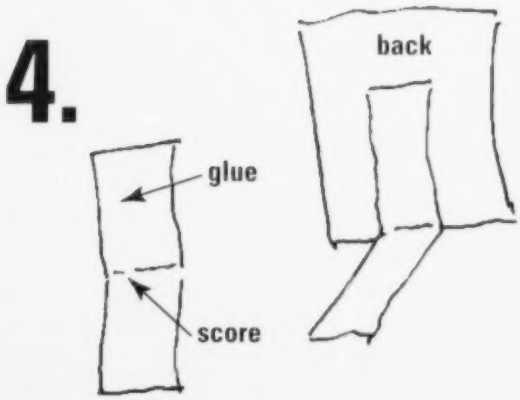
Table-Top Exhibits are a good idea if you share classroom space and will need to remove the exhibit at the end of each day or week.

1. Arrange one color-photocopied letter, its translated portion and its label on a large piece of colored paper.
2. Use the spray mount to secure the items. Smooth out all air bubbles before the spray adhesive dries by pulling a ruler gently across the paper.
3. Using a mat knife or razor blade and a ruler cut a piece of foam core board large enough to mount the letter, translated portion and label.
4. To stand the exhibit on a table, cut a rectangle out of the foam core board. Score it down the middle so that the cut penetrates only one board and the foam, but not both boards. Bend the rectangle where it has been scored. Using the spray mount, attach one part of the rectangle to the board, making an arm for the exhibit to lean.
5. Another method of standing the exhibit up is to cut triangles out of the foam core board and attach them to the back of the exhibit for the exhibit to lean on.



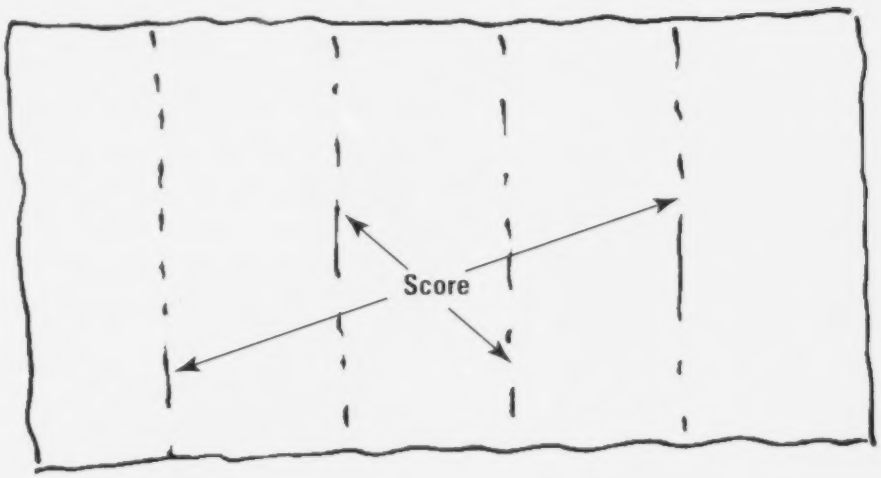


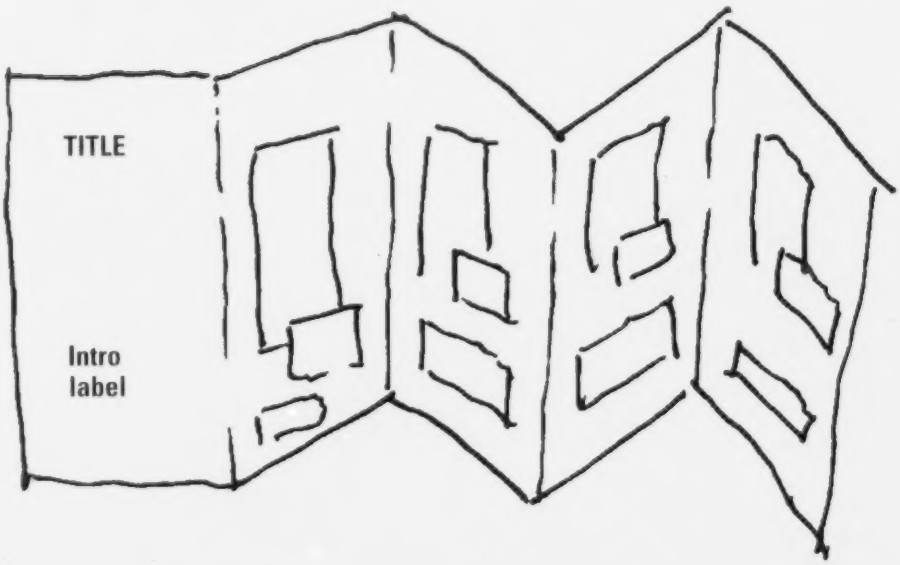




Accordion-Fold Exhibit

Display letters having a related theme on an accordion fold of foam core board. Score the board at even intervals and fold it along the scored lines as you would fold a paper fan. Open the folded board and mount the letters and labels in each section. The folds will allow the exhibit to stand on the table.

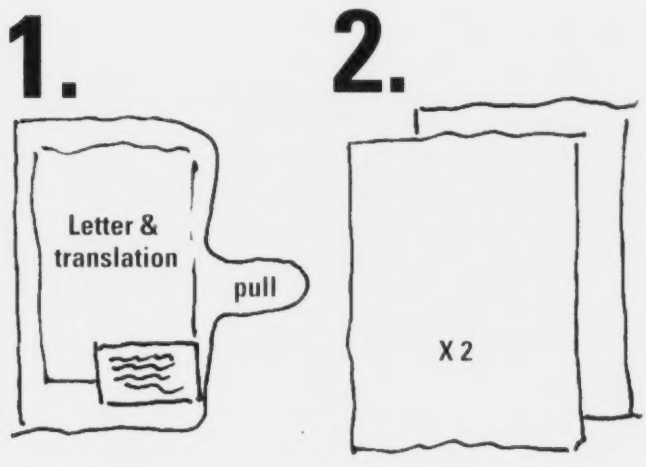


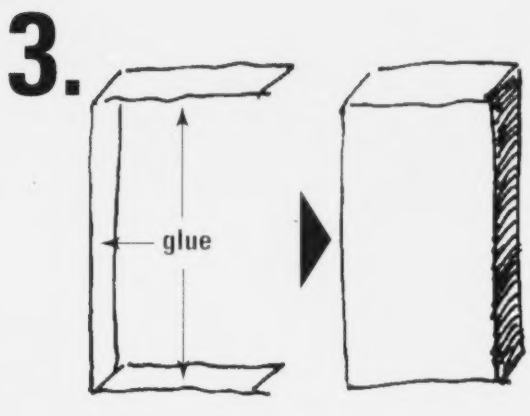


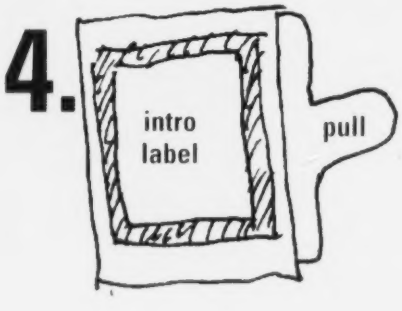
Interactive Label Exhibit

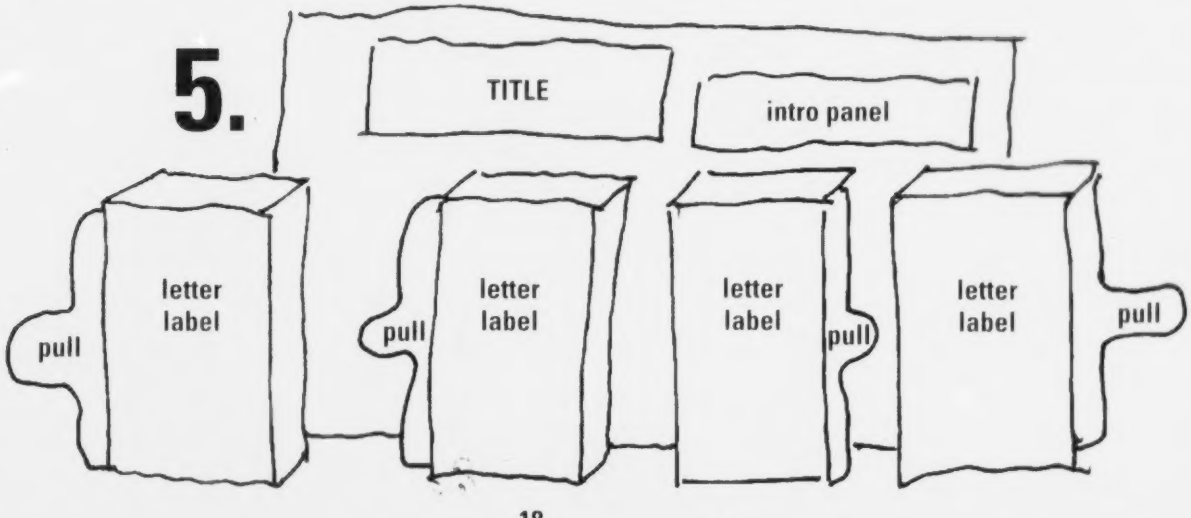
Create an interactive labeling system for your exhibit. Mount the label outside an "envelope." Visitors will read the label first, then pull on the "envelope" tab to reveal the letter mounted inside.

1. Mount the letter on foam core board that has been cut to be the same size as the letter, plus a tab that viewers will pull.
2. Cut two other pieces of foam core board that are slightly larger than the letter.
3. Place the two blank boards around the letter board. Cut a thin connecting piece to create a "spine" that will run along the top, bottom, and one side. Fold the "spine" into three sections, matching the lengths of the top, bottom, and side. Remove the letter board and glue in the three-section "spine." Slip in the letter board when the glue is dry.
4. Create a color background for the introductory labels and glue them on the outside of the box. Write "pull" on the tab.
5. Mount the boxes so that there is enough space between them to pull out the letters.









Session 8

Publicizing the Event

Use the following advertising strategies to publicize the *Letters From Home* exhibit. The activities in this session will build your students' language skills while promoting their exhibit to the community.

- Create posters about the exhibit to hang in the school, local businesses, and community centers.
- Write an article about the exhibit for the school or community newspaper.
- Invite a reporter from the school or community newspaper to interview students about their exhibit.
- Post information about the exhibit on the school's web site.
- Invite ESL students at a nearby school to visit, then have your students guide visitors through the exhibit.
- Hold an opening reception for family members.

Letters From Home Project Evaluation Form

Teachers: Please fill out this questionnaire.

Name:

School:

School telephone:

Address:

Home telephone:

E-mail:

1. How many students participated in *Letters From Home*?
Age range:
Nations that students represent :

2. Please indicate the Sessions you did with your class.
_____ Session 1 - The Value of Letters
_____ Session 2 - How Letters Bind Families
_____ Session 3 - Translating and Sharing Family Letters
_____ Session 4 - Beginning the Exhibit-Building Process
_____ Session 5 - Discovering Exhibit Themes
_____ Session 6 - Labeling the Letters
_____ Session 7 - Mounting the Letter Exhibit
_____ Session 8 - Publicizing the Exhibit and Evaluating the Experience

3. Which activity appeared to be a class favorite? Please explain why.

4. Can you share your professional perspective about the kind of learning and participation that occurred during this project. Please be specific about students' interactions and outcomes.

5. What were your students' comments about the role of letters in their lives? (You may invite your students to write their comments on this form, or attach their comments.)

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